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The *Virtual* Historian

L'historien *virtuel*

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History and technology: What are the implications?

Stéphane Lévesque
Université d'Ottawa
info@virtualhistorian.ca



User



"Reopening of the South Fork Bridge after flood in Nov. 1940. 1941



The Virtual Historian

“I enjoyed using the Virtual Historian. I thought it was an interesting, new way to learn history.” Etudiant de niveau secondaire Toronto



THINKING ← HISTORICALLY →

Educating Students
for the Twenty-First
Century

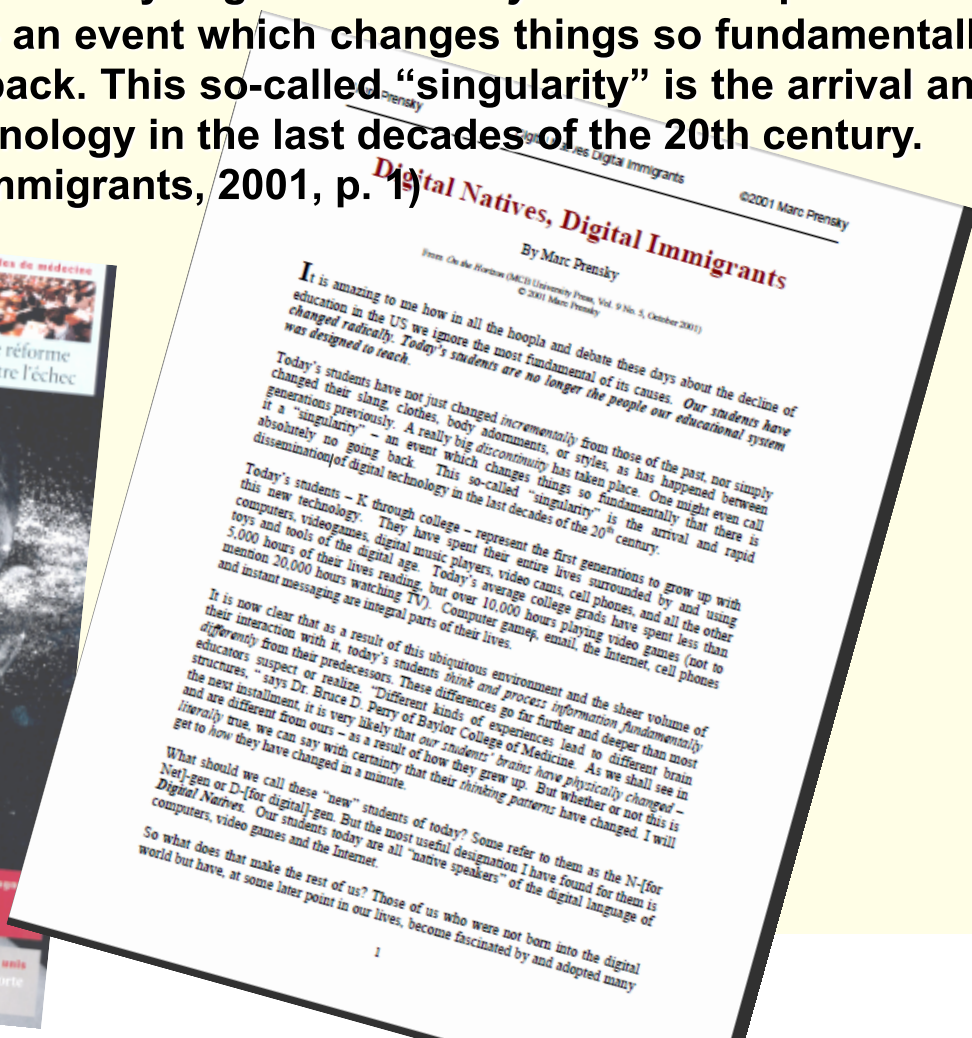
STÉPHANE LÉVESQUE

In my book, I have argued that teaching students to think historically is a long and arduous process that is likely to put educators at odd with memory-history, rigid curriculum expectations, content standards, and sometimes students themselves... Some teachers are better positioned and equipped for the challenges of the 21st century than others.

Luc Guay (2009) observes, *To teach is to make students learn, knowing that the students are responsible for their own learning, and this requires that we adapt our teaching practices so as to take in to consideration the relationship between learners and knowledge*].

Digital natives:

Today's students have not just changed *incrementally* from those of the past, nor simply changed their slang, clothes, body adornments, or styles, as has happened between generations previously. A really big *discontinuity* has taken place. One might even call it a "singularity" – an event which changes things so fundamentally that there is absolutely no going back. This so-called "singularity" is the arrival and rapid dissemination of digital technology in the last decades of the 20th century. (Prensky, Digital Natives, Digital Immigrants, 2001, p. 1)





Postulate 1 : A distinct generation of “digital natives” now exists and populates our schools.

- For many, digital natives born out of the internet revolution of the early 1990s live their lives completely immersed in technology and are “fluent in the digital language of computers, video games and the Internet” (Prensky, 2005b, p. 8).
- **Stats Canada:**

Young computer users are an interesting focal point because in many ways they represent a group of people with a different outlook on technology. While at different points in time, much of the older population adopted ICTs such as the computer and the Internet and learned to adapt their lives to the use of these technologies, the younger generation has grown up at a time when these technologies were already pervasive. The types of computer and Internet activities performed by the younger generation are particularly distinct from the uses of middle-aged and older individuals. (Veenhof, Clermont et Sciadas, 2007, p.).

Table 1 : Time spent on computers at home in a typical month, by age group, Canada, 2003

Age group	Less than 10 hours	10 to less than 30 hours	30 to less than 60 hours	60 hours or more
	% of computer users			
16 to 25	27.3	29.4	25.1	18.1
26 to 35	39.0	29.1	19.1	12.8
36 to 45	48.3	29.1	12.7	9.9
46 to 55	47.8	31.6	12.9	7.7
56 to 65	48.1	25.9	15.7	10.3

Source: Statistics Canada, Adult Literacy and Life Skills Survey, 2003.

Graph 1 : Use of computers for task-oriented purposes by age group, by country, 2003

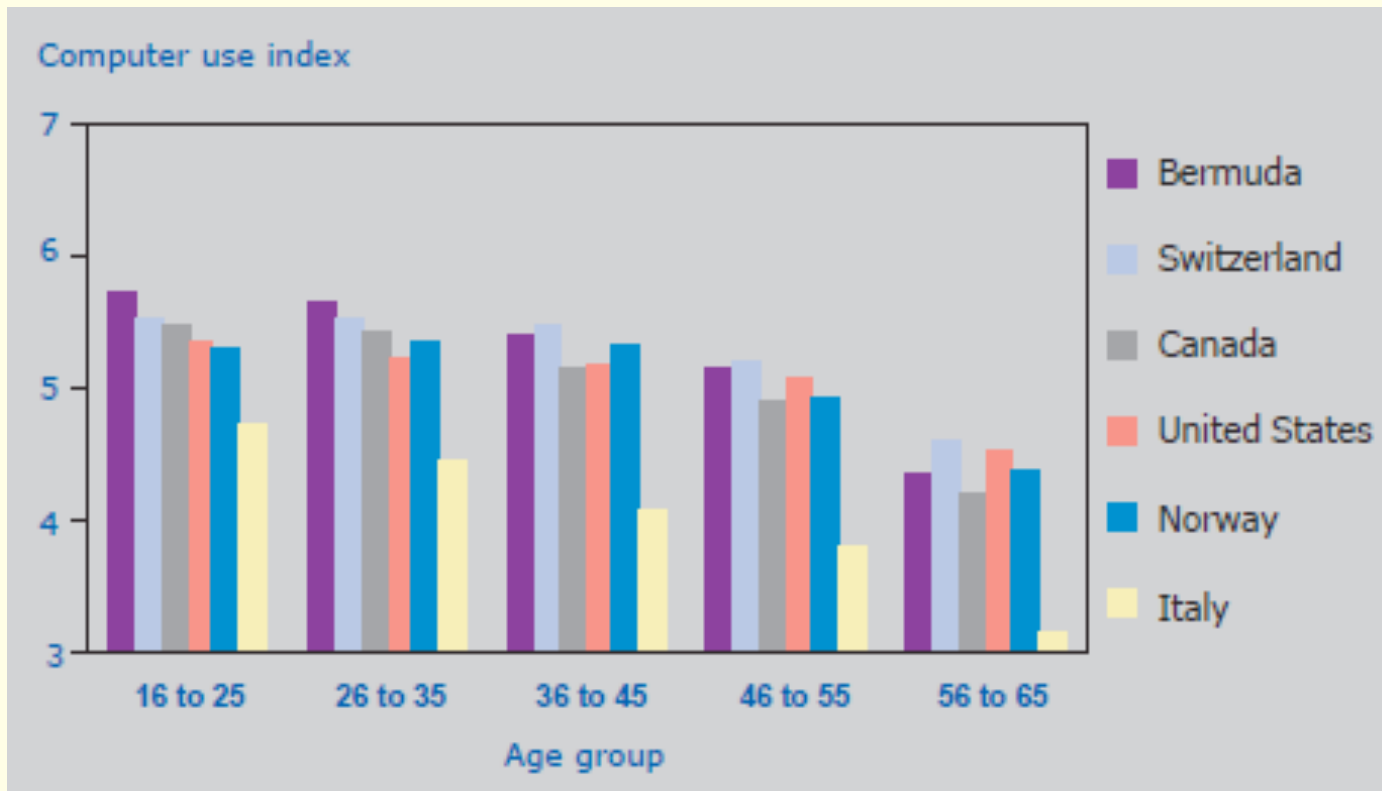


Table 2 : Purposes of computer use in a typical month, by age group, Canada, 2003

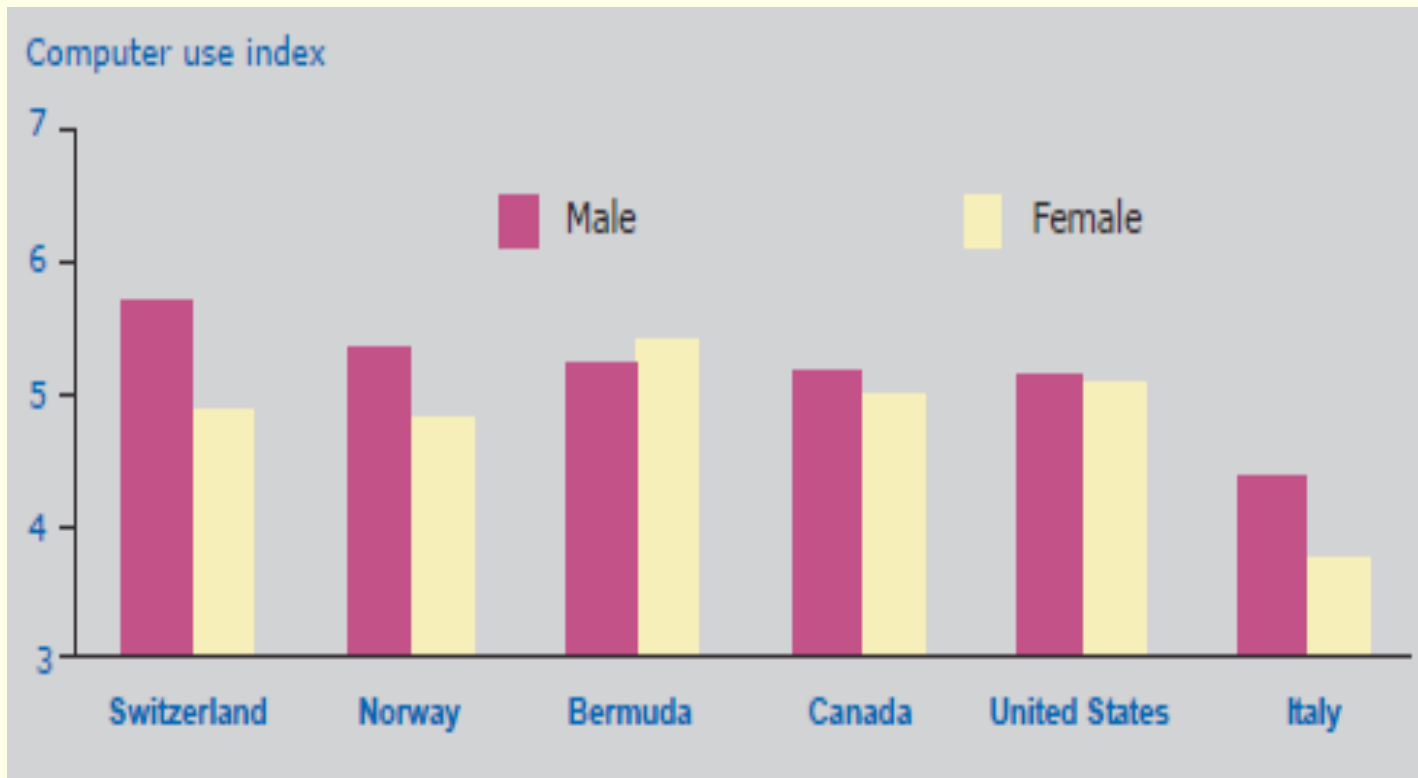
	Age group					Ratio
	16 to 25	26 to 35	36 to 45	46 to 55	56 to 65	
	% of computers users					
Use of Internet	97.9	94.1	91.2	87.4	78.5	1,2
Writing or editing text	84.8	79.5	72.9	71.0	62.4	1,4
Playing games	68.3	52.7	45.7	41.0	44.5	1,5
Reading information on a CD-ROM or DVD	65.2	63.2	60.6	54.3	41.9	1,6
Creating graphics, designs, pictures or presentations	52.2	47.4	42.4	37.8	24.5	2,1
Accounts, spreadsheets or statistical analysis	40.6	56.1	53.0	50.5	39.2	1,0
Keeping a schedule or calendar	29.1	48.4	43.2	39.1	27.5	1,1
Programming or writing computer code	17.3	14.2	12.3	8.8	5.3	3,3

Source: Statistics Canada, Adult Literacy and Life Skills Survey, 2003.

Table : Use of computer and internet by college students (USA) (ECAR, 2008)

	Students Engaged (N = 27,317)	Median Frequency of Use*	Associated Demographic Factors
Almost All Students Engaged			
Use the college/university library website	93.4%	Weekly	4-year institutions/ social sciences
Presentation software (PowerPoint, etc.)	91.9%	Monthly	4-year institutions/ seniors
Most Students Engaged			
Spreadsheets (Excel, etc.)	85.9%	Monthly	Seniors/business/ engineering
Social networking websites (Facebook, MySpace, Bebo, LinkedIn, etc.)	85.2%	Daily	Age (younger)/reside on campus
Text message	83.6%	Daily	Age (younger)
Course management system	82.3%	Several times/ week	4-year institutions
Download web-based music or videos	77.3%	Weekly	Male/age (younger)
Graphics software (Photoshop, Flash, etc.)	73.9%	Monthly	Fine arts
Instant message	73.8%	Several times/ week	Age (younger)/reside on campus
Some Students Engaged			
Contribute content to photo or video websites (Flickr, YouTube, etc.)	46.6%	Monthly	–
Contribute content to wikis (Wikipedia, course wiki, etc.)	38.2%	Monthly	–
Contribute content to blogs	34.1%	Monthly	–
Video-creation software (Director, iMovie, etc.)	32.9%	Once per quarter/ semester	Male
Audio-creation software (Audible, GarageBand, etc.)	32.5%	Once per quarter/ semester	Male
Use the Internet from a cell phone or PDA	30.8%	Weekly	–
Online multiuser computer games (<i>World of Warcraft</i> , <i>EverQuest</i> , poker, etc.)	29.4%	Monthly	Male
Podcasts	29.1%	Monthly	Male
Webcasts	25.0%	Monthly	Male
Social bookmark/tagging (del.icio.us, etc.)	16.7%	Monthly	–
Online virtual worlds (Second Life, etc.)	8.8%	Once per quarter/ semester	–

Graph 2 : Use of computers for task-oriented purposes by gender, by country, 2003

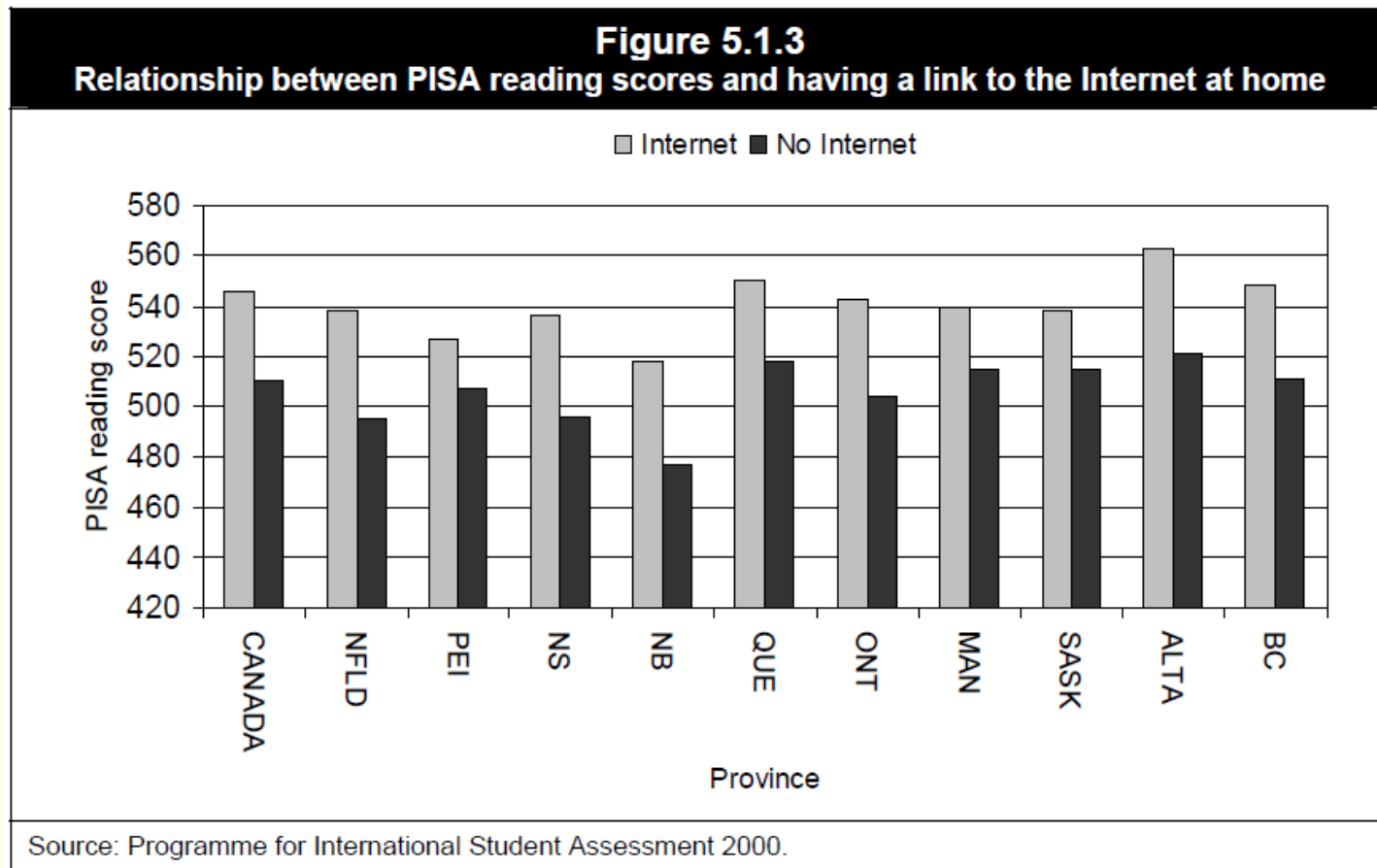


Postulat 2 : Digital natives have particular learning preferences or styles that differ from earlier generations.

The second claim suggests that the immersion of young people in the technological world leads them to “*think and process information fundamentally differently* from their predecessors” (Prensky, 2001a, p. 1, emphasis in the original).

John Seely Brown (2000), former Chief Scientist of Xerox Corporation, contends “today’s kids are always “multiprocessing”—they do several things simultaneously—listen to music, talk on the cell phone, and use the computer, all at the same time’ (p. 13).

Postulate 2: Digital natives have particular learning preferences or styles that differ from earlier generations.



Field of history in Canada since the Digital revolution

The collage features several digital history platforms:

- museevirtuel.ca**: Musée virtuel du Canada (MVC). A source for virtual museum experiences, including virtual exhibitions, galleries, and digital collections.
- Au fil de l'histoire**: A platform for historical articles and blogs, featuring a "Roam Mode" for mobile devices and a "Quest Mode" for solving historical mysteries.
- HISTOIRES DE LA DEUXIEME GUERRE MONDIALE**: A project focused on World War II history, featuring a testimonial from Leslie Clarke and a section for "TÉMOINS DE NOTRE HISTOIRE".

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MVC
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Musée virtuel du Canada (MVC)
Source inépuisable de découvertes, museevirtuel.ca collections et les richesses des musées canadiens et instructifs. C'est votre vitrine sur l'actualité muséale prochaine sortie. Entrez dans votre espace des mu

Quoi de neuf au MVC Découvrez nos th



NIAGARA 1812 AN iHISTORYTOUR

Take a trip into the past with *Niagara 1812*. Using your iPhone, visit places and people from the War of 1812 and beyond. Choose Roam Mode, walk around one of the historic towns of Niagara, Canada, and discover the stories that lie behind the bricks and mortar. Or choose Quest Mode, and solve a centuries-old mystery in an immersive adventure.

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OVERVIEW NIAGARA-ON-THE-LAKE QUEENSTON

Au fil de l'histoire

LE PASSÉ N'EST QU'UN PROLOGUE



ENGLISH À PROPOS DE

QUEST MODE SOLVE A MYSTERY

An age-old mystery is waiting to be solved. Quest Mode leads you through town, helping you uncover discoveries about historic people

LE PROJET MÉMOIRE

HISTOIRES DE LA DEUXIEME GUERRE MONDIALE

Expérience Découvrez Entendez Lisez Apprenez Ancien combattant Histoires

PARCOURIR LES HISTOIRES

RECHERCHER UNE HISTOIRE

HISTOIRES PARTICIPEZ NOUVELLES ET ÉVÉNEMENTS COMMUNAUTÉ SALLE DE CLASSE

Leslie Clarke

«Et je me souviens m'être réveillé deux fois avec les docteurs et le curé près de moi là-bas et le vieux cœur a dû s'arrêter ou quelque chose, et il était reparti.»

TÉMOINS DE NOTRE HISTOIRE

RÉSERVEZ UN ORATEUR

Invitez un ancien combattant pour votre salle de classe

EXPÉDITIONS

30 juin, 2010

Concours: De la mémoire vers l'art!!! Les étudiants d'art peuvent créer une œuvre inspirée du témoignage d'un ancien

QUOI DE NEUF

BLOGUES

AU FIL DE L'HISTOIRE BLOGUES

L'équipe de Au fil de l'histoire explore le lien entre divers événements de l'actualité et l'Histoire du Canada.

BLOGUE PUBLIC

Pour contribuer aux conversations de Au fil de l'histoire

LES PLUS RÉCENTS BILLETTS, BLOGUE AU FIL DE L'HISTOIRE

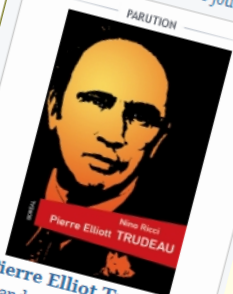
'Je t'assure, grand-maman, ce n'est pas si compliqué !'

J'ai tenté un beau jour d'initier ma grand-mère au courrier électronique. Elle...

par KATIE D.
commentaires (0)
13 octobre 2010 16:56

Au courant L'HISTOIRE

Tous les dossiers chauds de l'actualité au Canada. Parutions, événements, culture, médias. C'est l'histoire au jour le jour !



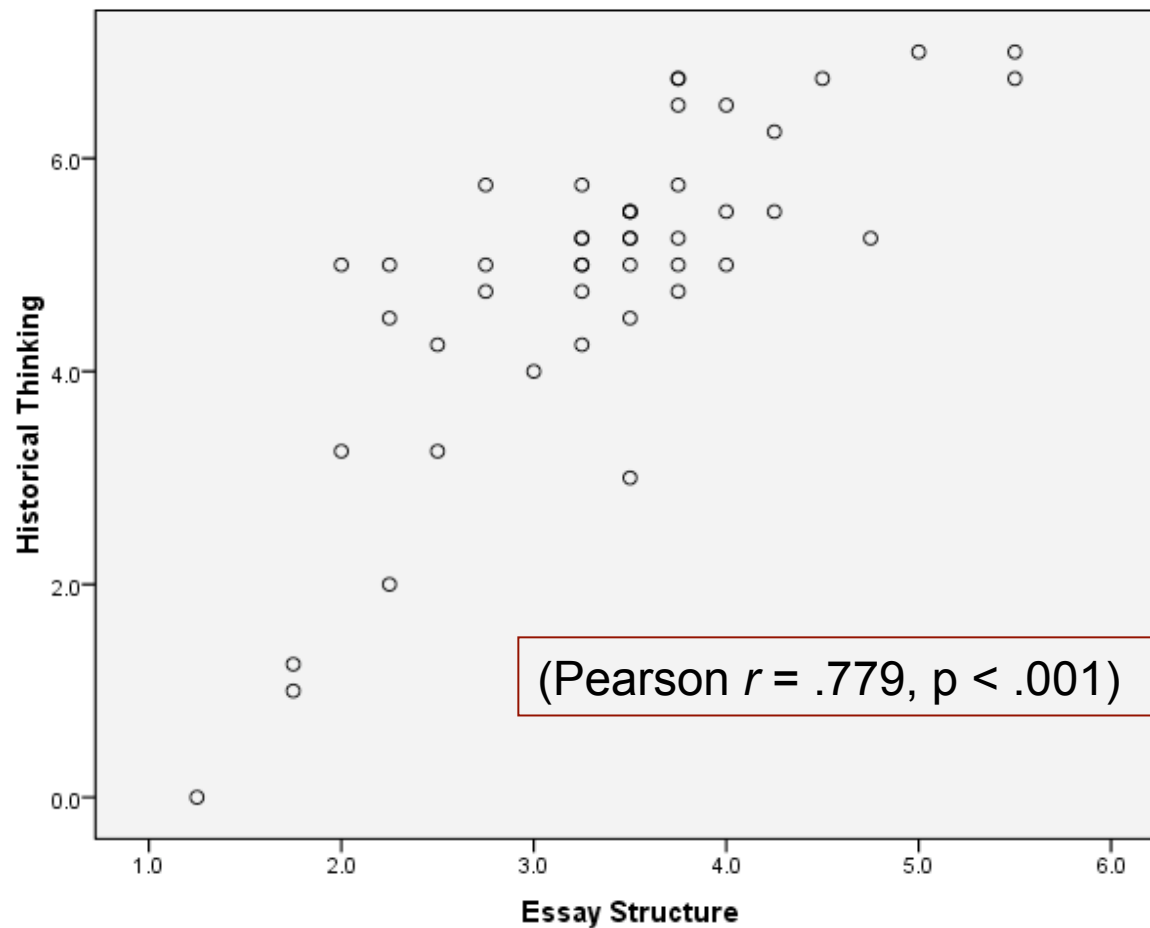
Pierre Elliott Trudeau

La grande originalité de ce livre, c'est la distance que

anthrope (Toronto, poser aux questions rière en affaires dans la

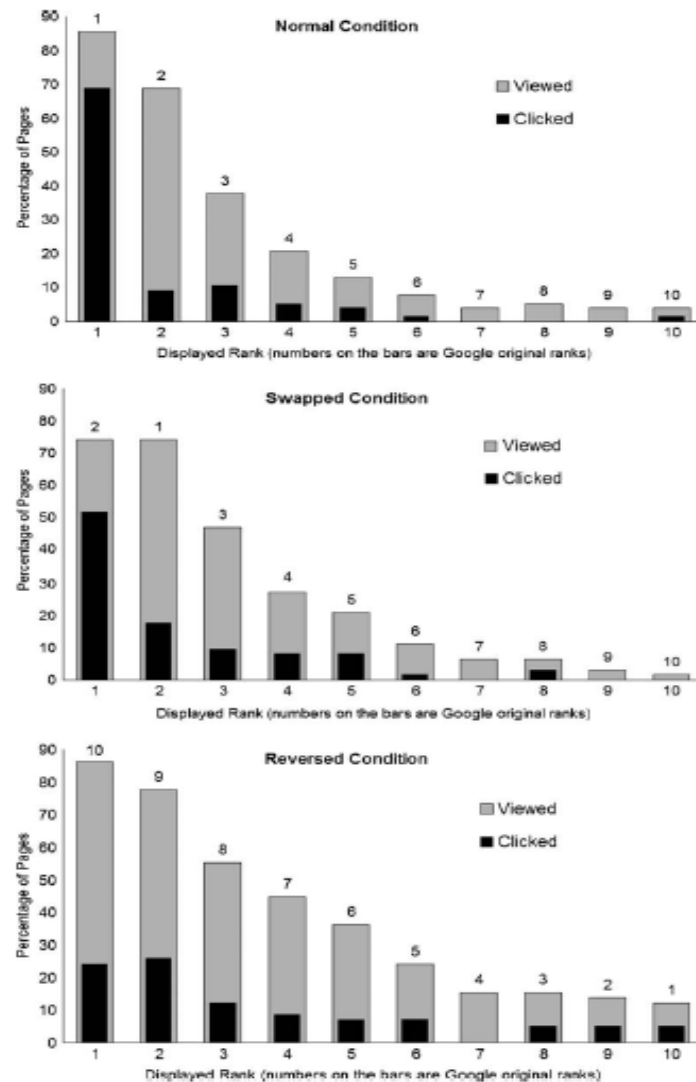
Table

Correlations (Dieppe, Ontario school board 1)

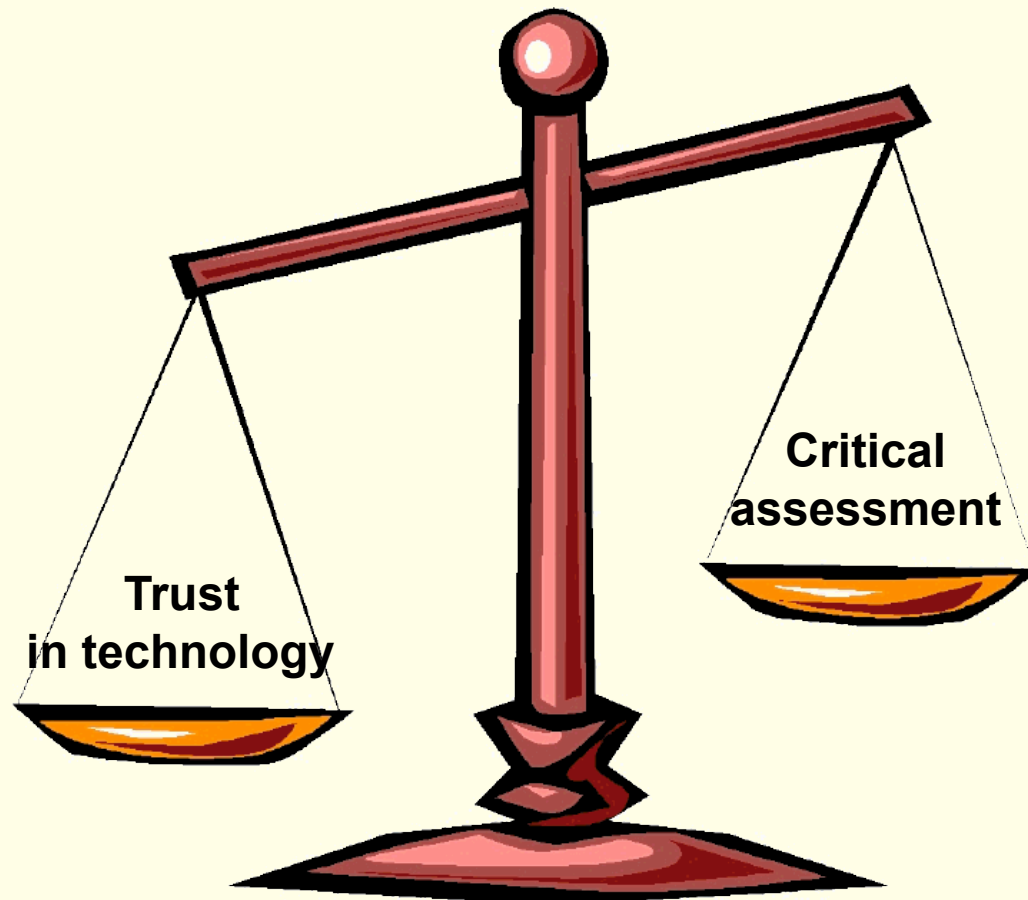


** Correlation is significant at the 0.01 level (2-tailed).

Pan et al. (2007) observes that “college student subjects are heavily influenced by the order in which the results are presented and, to a lesser extent, the actual relevance of the abstracts. These subjects trust Google in that they click on abstracts in higher positions even when the abstracts are less relevant to the task (p. 816). « In Google We Trust. » JCMC

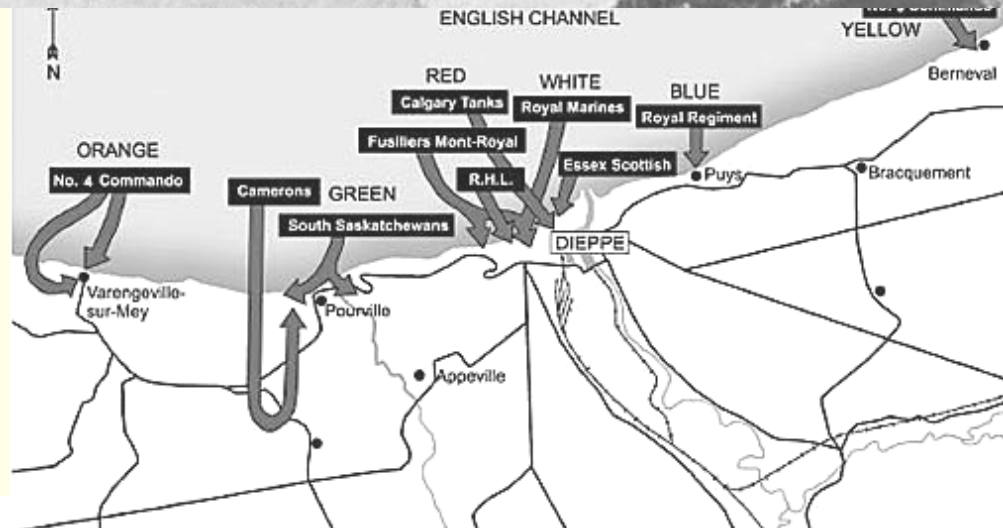


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Dieppe Raid, 1942



How to read a visual text in history...



National Archives of Canada
William Lyon Mackenzie King Collection
C-014160
(From captured German film files)

How to read visuals...

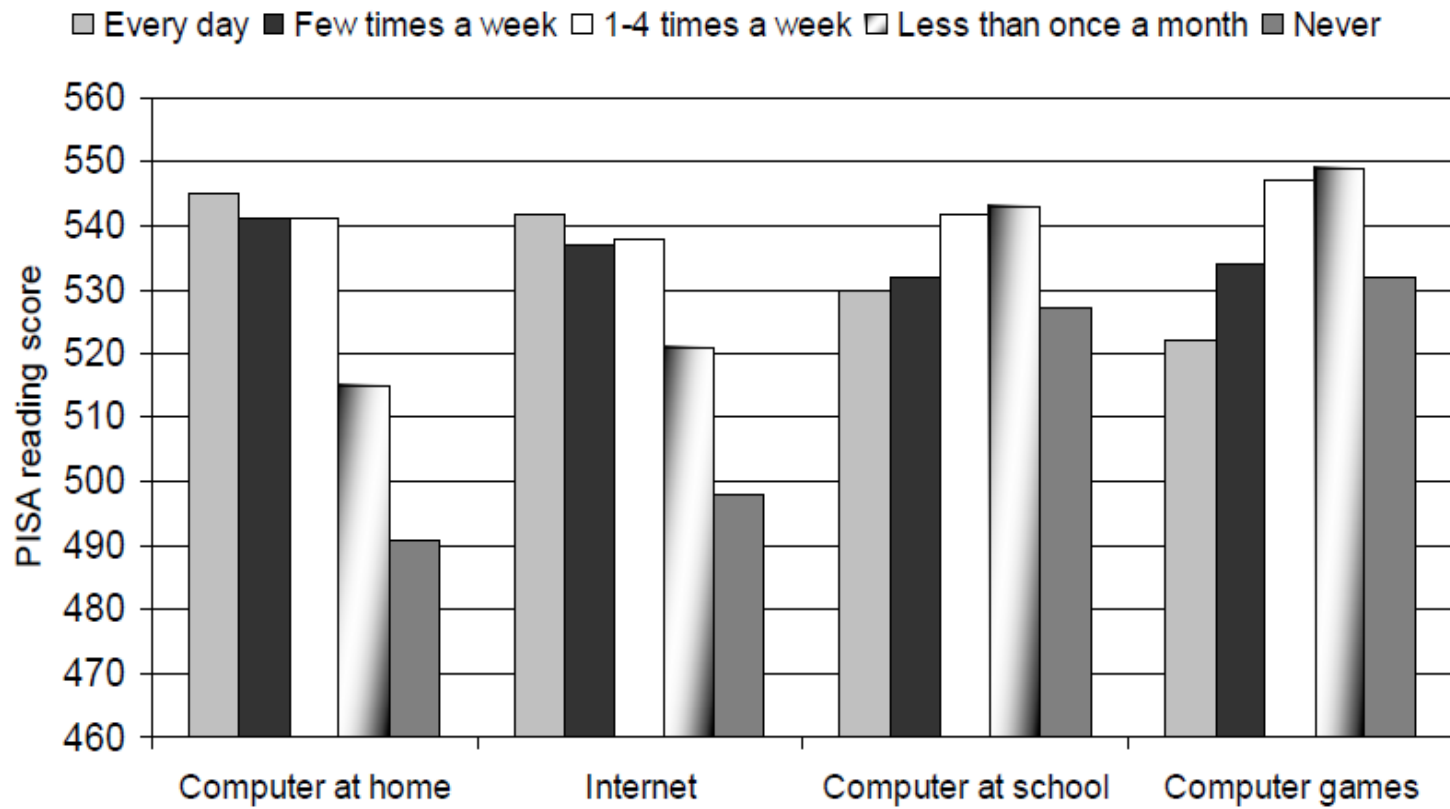
What is this? Why is this Churchill tank stuck?

Why do you see smoke coming from this landing craft?
What does this tell you about German defense?



Who are these soldiers? Why are they lying dead just after landing on the beach?

Figure 5.2.1
Relationship between PISA reading scores and frequency of usage of:
computers at home, Internet, computer at school and computer games



(HRSDC, 2004)

Postulate 3: The current educational systems must change in response to a new generation of technically adept young people

- The claim that digital natives have a different relationship to knowledge implies the retooling of the current school system based on the 19th century Industrial Revolution model.
- Current students have been variously described as disappointed (Oblinger, 2003), dissatisfied (Levin & Arafeh, 2002) and disengaged (Prensky, 2005a). There is, from this perspective, an urgent need to change what is taught and how (Prensky, 2001a; Tapscott, 1998).
- Prensky argues that “We need to invent Digital Native methodologies for all subjects, at all levels, using our students to guide us” (p. 6).
- In the same way, Tapscott (1999) urges educators and authorities to ‘[g]ive students the tools, and they will be the single most important source of guidance on how to make their schools relevant and effective places to learn’ (p. 11).

Teachers and ICT in the classroom:

- **Factors playing against integration:**

limited skills to operate and use ICT in the context of the classroom, limited access to modern and relevant equipment, preparation time and workload issues, overemphasis on traditional content (textbooks) over digital resources (ebooks), provincial examinations and school regulations, and lack of direction and strategic planning within the school system.

Teachers and ICT in the classroom:

- Digital natives and the “foreign” past

VH program favours computer engagement and focuses students attention. But many students appear disoriented when using the VH library and faced the “messiness” of the past. Unlike classroom textbooks, sources do not form a coherent story to be read and remembered.

Students’ familiarity with technology does not automatically turn them into disciplinary experts.

“I found your program pretty boring. I would have preferred to have teacher lecture me on it or read it in the text-book “(TOE-024)

A majority of students (60%), in both school boards, prefer classroom learning and computer-teacher interaction to computer learning alone.

“Over and over, I heard the same refrain from the students, which was ‘why can’t you just tell us?’. Many students found the number of sources to read, and the amount needed to read confusing and intimidating. I think that the final task they were assigned – which was a research project resulting in an argumentative essay – required either much more teacher direction than the study allowed or much more concrete direction on what to do with each source.”
(Toronto VH teacher)

Conclusion

- First, technology is here to stay...
- Second, we know very little with regard digital natives' mode of thinking and ways of processing information.
- Finally, what place should ICT occupy in the school system?
The needs of the schools

- Merci!/Thank you!